

4 = Outstanding
 3 = Very Good
 2 = Acceptable
 1 = Limitations
 0 = Serious Limitations

EVALUATION FORM Lincoln Public Library 2065

Overall Rating

4

Ratings Summary

BOND ACT CRITERIA	RATING	
Urban and Rural		See Map
Population Growth		1269%
Age and Condition	4	
Needs of residents/response of proposed project to needs	4	
Plan of service integrates appropriate technology	2	
Appropriateness of site	4	
Financial capacity (new libraries only)		yes

Non-Evaluative Comments

The current public library in Lincoln, a Carnegie library built in 1909, will not be replaced but will become a branch library after the new main library is built. The Bond Act Application Form asks for the square footage and dates of construction and renovation for library buildings that will be replaced or improved. Because the current library will continue to operate, the applicant has not completed those sections in the Application Form, and it is considered to have no existing library.

Project Summary

<i>Applicant:</i>	Lincoln, City of
<i>Library Jurisdiction:</i>	Lincoln Public Library
<i>Project Type/Priority:</i>	New Library/1
<i>Project Square Footage:</i>	37,872
<i>State Grant Request:</i>	\$10,422,338

EVALUATION FORM

Lincoln Public Library 2065

Age and Condition of Existing Library and School Library

RATING

4

Regulatory Basis: 20440, Appendices 1 & 3

Age Rating -- Public Library

4

4 = No Existing Facility

4 = 1949 or older

3 = 1950-1959

2 = 1960-1964

1 = 1965-1974

0 = 1975-2003

Structural Renovation Rating -- Public Library

N/A

4 = No Renovation

4 = 1957 or earlier

3 = 1955-1962

2 = 1963-1972

1 = 1973-1978

0 = 1979-2003

4 = Extremely Poor Condition

3 = Poor condition

2 = Acceptable condition

1 = Good condition

0 = Very good condition

Condition of Existing Library

1. Structural

2. Lighting

3. Energy

4. Health & Safety

5. ADA

6. Acoustical

7. Flexibility

8. Spatial Relationships

9. Site Considerations

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

N/A

R1	R2	R3

EVALUATION FORM

Lincoln Public Library 2065

Age of Library Rating -- School Library

- 4 = No Existing Facility
- 3 = 1957 or older
- 2 = 1958-1962
- 1 = 1963-1974
- 0 = 1975-Present

Structural Renovation Rating -- School Library

N/A

- 4 = No Renovation
- 3 = 1957 or older
- 2 = 1958-1962
- 1 = 1963-1974
- 0 = 1975-Present

Physical Limitations of Existing School Library

- | | |
|------------------------------|--------------------------|
| 4 = Extremely Poor Condition | 1. Structural |
| 3 = Poor condition | 2. Lighting |
| 2 = Acceptable conditon | 3. Energy |
| 1 = Good condition | 4. Health & Safety |
| 0 = Very good condition | 5. ADA |
| | 6. Acoustical |
| | 7. Flexibility |
| | 8. Spatial Relationships |
| | 9. Site Considerations |

	R1	R2	R3
N/A			
N/A			
N/A			
N/A			
N/A			
N/A			
N/A			
N/A			
N/A			

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EVALUATION FORM

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Needs and Response to Needs

Regulatory Basis: 20440

RATING

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Community Library Needs Assessment

1. Methodology & community involvement.
2. Community analysis/community agencies & organizations, service area demographics
3. Analysis of service needs/consistency with demographics
4. Service limitations for existing facility (if applicable)
5. Space needs assessment
6. Executive summary includes description of K-12 student population and their needs

N/A

R1	R2	R3
4	4	4
3	3	4
4	3	3
3	2	2
3	3	2

Library Plan of Service

7. How well project responds to needs of residents
8. How well project responds to needs of K-12 students
9. How well mission, roles, goals, objectives, service indicators are documented
10. How well the school library's mission statement is documented
11. How well types of services are documented
12. How well types of K-12 services are documented
13. How project fits into jurisdiction-wide Plan of Service

R1	R2	R3
4	4	3
4	4	3
3	3	2
3	2	2
3	3	3
3	3	3
4	3	3

Library Building Program

14. How well Building Program implements Plan of Service.
15. How well Building Program documents general requirements for Library Building.
16. How well spatial relationships are described.
17. How well individual spaces are sized and described.

R1	R2	R3
3	3	3
4	4	4
4	4	4
4	4	4

Conceptual Plans

18. How well net-assignable SF on plan matches Building Program
19. How well non-assignable SF on plan matches Building Program
20. How well spatial relationships on plan match Building Program

R1	R2	R3
4	4	4
3	3	4
4	3	4

Joint Use Cooperative Agreement

21. How well roles & responsibilities are defined.
22. How clearly joint library services are described.
23. Appropriateness, adequacy, reasonableness of hours of service.
24. Appropriateness, adequacy, reasonableness of staffing/volunteers.
25. How well ownership issues are resolved
26. Appropriateness, adequacy, reasonableness of sources & uses of funding
27. Appropriateness, adequacy, reasonableness of review & modification process
28. How well agreement demonstrates a workable, mutually beneficial long-term partnership.

R1	R2	R3
4	4	4
4	4	4
4	4	4
4	4	3
4	4	4
4	4	4
3	4	4
4	4	4

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EVALUATION FORM Lincoln Public Library 2065

Rating Panel Comments

R1:

Needs Assessment:

The current needs assessment document built upon a previous study and a variety of input methods, including bi-lingual ones, elicited a broad range of community input. Analysis of information resulted in insightful interpretation of library service needs. The documentation is well thought-out and logically presented. Considering the information in the building program as well, the space needs assessment was very well done. The space needs assessment never indicated how it was decided how many technology units should be in the new facility to meet the needs of the residents, and the conversion factors were weak.

Plan of Service:

The planned services follow from the needs assessment findings. While the goals and objectives are clearly define the direction of library services for the project, they are not written in terms of user outcomes, which would result in even sharper focus for those implementing the services. The plan should result in services that respond well to the needs of the community.

Joint Use Agreement:

The agreement is written in clear, straight-forward language in incorporates the plan of service. Ownership issues are very clearly resolved. The agreement ensures good communication between the parties by creating a board with staggered terms, bylaws, and clearly stated duties. The staff appears to be heavily loaded with reference librarians, and the balance of staff may need to be modified to provide other duties such as circulation and other non-reference patron assistance. The budget is not just an operating budget, but it is a detailed project budget with contingent variations. The operating budget itself is fully detailed by source of funding and specific financial commitments. This is decisively a mutually beneficial partnership and carefully crafted joint use agreement.

Building Program:

Exceptionally well done and detailed general requirements section in the building program. Exceptionally well done spatial relationships narrative along with a spatial relationships diagram as well! However, the idea that the reference desk could supervise the children's area as well as the rest of the library when the children's desk wasn't staffed is "optimistic" to say the least for a library of this size and complexity. Individualized spaces are extremely well documented and appear to be appropriately sized.

Conceptual Plans:

The net-assignable square footage on the plan matches the program optimally. While the non-assignable square footage is not shown on the plan, if the "actual" net-assignable square footage on the plan is added up and subtracted from the total gross square footage in the application, the non-assignable space is 22% which is comparable to the programmed amount of 21%. The conceptual plans appear to meet most of the critical spatial relationships called for in the building program, with the exception of the following: the Homework Center and Computer Lab are not particularly close to the public restrooms; the sight lines from the Circulation Desk to the Children's Area are questionable, at best; the Children's Media and New Books don't appear to be particularly close to the Children's area entrance; the Toddler's and Preschool area is relatively near the entrance to the library; the Family Restroom is not adjacent to the Toddler's area; the public restrooms don't appear to be large enough for a library of this size.

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R2:

Needs Assessment:

They used many and varied methods, with an attempt to reach all segments of the community. There is an excellent analysis of the details and findings of each needs assessment tool in an Appendix which never seems to be referred to anywhere in the NA report. The discussions of governmental agencies and schools are both pretty limited. Otherwise the community analysis is very good with some library-related issues brought out in relation to the characteristics. The service needs analysis was a very good presentation with stated tie-back to the NA findings and demographics. It would have been excellent if references were made to specific analyses in the Appendix rather than using the generic "the community/students/etc. said they need..." The effectiveness of the space needs assessment was difficult to determine from the data provided. No evidence was provided that they are responding to the stated need for more Spanish and Portuguese language materials. The Executive Summary was very good.

Plan of Service:

The project responds in outstanding fashion to the stated needs, and the documentation made these connections very clear. The form of the goals, objectives, etc., was not very good. The services and activities they define, however, were excellent for the communities and the needs defined. The goals and objectives defined what the library would do, rather than the results/outcomes for the users (i.e., what are the benefits for the end users, not just what the library will do for them). The service indicators would be more valuable, too, if more of them dealt with the expected benefits for the end users as well. They did an excellent job of tying each objective back to the NA results it addresses.

Joint Use Agreement:

This is the clearest, most mutually beneficial and workable joint use agreement I have seen. They have truly tried to think of everything and to share everything (costs and benefits) equitably.

Building Program:

Exceptionally well done general requirements section in the building program. Spatial relationships are exceptionally well detailed. The bubble diagram is highly effective in communicating to the architect the spatial relationships and adjacencies. Individualized spaces are extremely well documented and appear to be appropriately sized.

Conceptual Plan:

The net square footage is extremely well done. They are exceptional in matching the Building Program within reason. The non-assignable sq. ft. and the gross sq. ft. is not provided on the plan, so the reviewer must make assumptions and use the gross sf from the application form. The spatial relationships match the Building Program very well, however, more detail is needed. For example, the Adult Collection should be subdivided into Non-fiction and Fiction, etc. Also, in the Children's Library, the Toddler Area should be more removed from the library entrance per the Building Program.

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R3:

Needs Assessment:

The applicant utilized a multi-faceted approach to obtain input from the community. Received input from the partners in the application (Sierra College faculty; Educators at the high school; community at large including a session in Spanish so that there was input from the Hispanic community). Four focus groups were held with students at the high school, seniors from Lincoln Hills, and faculty from Sierra College. Additionally, community surveys were also provided to community groups. Community analysis was excellent and focused on the tremendous growth in population (projected increase in 2020 is 405%).

Plan of Service:

The plan identifies six priority service roles and responds to many of the needs identified in the needs. Was unable to locate response to service need for more Spanish and Portuguese materials. Goals were broad and objectives seemed to me more like activities that the library would accomplish. Service indicators should have included information about impact on library users. Good correlation between the findings in the needs assessment and the objectives.

Joint Use Agreement:

This agreement can serve as a model of what needs to be included in a joint use agreement. This is a sincere effort at establishing a partnering effort that will be beneficial for both parties. Everything is clearly delineated, including the use of staffing, volunteers and financial responsibilities.

General comment:

Contra Community Analysis (Needs Assessment p. 4-1), Lincoln, as a General Law City, should have a Board of Library Trustees that is its governing body. The City Council approves the budget as presented by the Trustees, but it does not administer the library, set policy, and such. City Council does own any library real property and, under certain circumstances, can be the employer of library workers.

Building program:

Young Adult area is adjacent to the learning center which should make it more appealing to teens. General requirements: Extensive and thorough. A few additional details would be nice -- desired lighting levels, category of data wiring, and such. Spatial relationships: Bubble diagram p.4-4 very clear and appropriate. Expanded in detail in text of room sheets. Room sheets: A model set of sheets, as far as organization and formatting are concerned. Content very good as well. A few comments: pp. 6- 28 - 629 (Reference) and 6-36 - 6-37 (adult collections). Reference collection is quite large. In some locations, the adult non-fiction is adjacent to the reference collection, with the adult fiction in a separate area. This is clearly not the concept for this program. p. 6-81: Staff restroom doors should not open into lounge or workroom.

Conceptual plans:

Some minor discrepancy between what drawing says are program requirements, and what Program actually says, e.g., Program: Entrance Lobby, 320 sq. ft.; Drawing: 384 sf; Express checkout, Program, 253 sf; Drawing, 250 sf. Not a significant problem. No tabulation of assignable sq. ft. on drawing. No statement on drawings regarding gross sq. ft.. Program p. 5-2 estimates gsf at 38,214. Application p. 4 says 37,872. Both are very good figures. Adjacencies per Program, except that Children's toilet is 50' from children's desk, likely out of sight, and likely out of sight of ref. desk as backup, contra page 6-64.

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EVALUATION FORM Lincoln Public Library 2065

Integration of Electronic Technologies

Regulatory Basis: p.68, 20440, Appendix 4

RATING

2

Integration of Electronic Technologies

1. Appropriateness of electronic technologies in Plan of Service, based on Needs Assessment
2. How well the integration of electronic technologies is documented in Plan of Service
3. How well the integration of electronic technologies is documented in the Building Program

R1	R2	R3
2	2	2
2	2	2
2	3	2

Rating Panel Comments

R1:

Technology planning appears to be primarily focused on staff productivity, and the service solutions for the library clientele are not documented. The applicant doesn't demonstrate in the planning documents an understanding of the importance of technology to providing library services. Technology to be planned should be adequate to provide services, but further attention should be directed toward how it can solve library service needs.

R2:

The one-page technology discussion is not a plan at all. It does not define in any depth the technology support that will be provided at startup (in 2006) nor does it include specific planning to ensure flexibility to address changing technological opportunities into the future. The Building Program, however, does a very good job of defining flexibility for future technological enhancements.

R3:

Basically, this does not seem to be a plan, rather it seems to be a list of what's needed. The narrative does not include any reference to future growth in the area (population increase is projected at a 405% for 2020).

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EVALUATION FORM

Lincoln Public Library 2065

Site

Regulatory Basis: p.39, 20440, Appendix 1

RATING

4

Appropriateness of Site

1. Equal access for all residents in service area.
2. Accessibility via public transit.
3. Accessibility via pedestrian and bicycle.
4. Accessibility via automobile.
5. Adequacy of automobile parking.
6. Adequacy of bicycle parking.
7. Overall parking rationale.
8. Shared parking agreement (if applicable).
9. Visibility of site & proposed library building in service area
10. How well site fits community context & planning
11. Site selection process and summary.

R1	R2	R3
4	3	4
3	3	4
3	3	3
4	4	4
4	4	4
3	3	3
4	4	4
N/A		
4	4	4
4	4	4
3	3	4

Site Description

12. Adequacy of size of site.
13. Appropriateness of site configuration
14. Appropriateness of site/surrounding area.
15. Appropriateness of site based on placement of building, parking, access roads, pathways, expansion and parking.

R1	R2	R3
4	4	4
3	3	4
3	3	4
3	3	4

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EVALUATION FORM

Lincoln Public Library 2065

Rating Panel Comments

Drainage issues: The application does indicated that there are watercourses that require drain control off the site, but there is no information provided regarding any necessary mitigation measures.

Geotechnical issues: The site is in Seismic Zone 3, but there are no known active or potentially active faults on or adjacent to the site. Mehrten formations deposits underlie the site, and will need to be mitigated during site grading and compacting.

R1:

The site is not centrally located in the service area, it is located in the south central portion of the service area, however this is where the highest concentration of residential growth is located. Hwy 65 bisects the service area on a north/south axis and the library site will be located very close to Hwy 65 at the first exit coming up from the south and I-80 so it will be convenient for residents who commute into the Sacramento area. Further, the existing Lincoln Library (a Carnegie) building will be retained as a branch in the old downtown of Lincoln to serve the northern part of the service area.

The site will be located on Twelve Bridges Drive (7,200 vehicles per day), a 4-lane east/west arterial thoroughfare, about 2,000 feet east of Hwy 65 (39,200 vehicles per day), and about 1,500 feet from the East Lincoln Parkway (1,728 vehicles per day) a north/south road.

There are 3 bus stops within a 1/4 mile of the site and a new bus stop will be added to within 140 feet of the library building on Twelve Bridges Drive. There is also a dial-a-ride service available. The Western Placer Unified School District will have before and after-school bus routes to the Twelve Bridges Learning Center campus adjacent to the library.

The campus is being designed so that the library will be linked to other buildings on campus by pedestrian and bicycle paths. There is a Bikeways Master Plan that was recently developed to guide the development of future bike routes. Twelve Bridges Drive is already a Class II bikeway. There will be 20 bicycle parking spaces somewhat close to the front entry, but they do not appear to be under shelter.

There will be 180 on-site parking spaces in two parking lots on two sides of the building. The distance to get from the back of the main lot to the entrance is a fairly long walk, as is access from most all of the second lot to the west of the building, but they are within 500' of the front entrance. There will also be parking available from other off-site (but outside of the 500' radius) parking lots that will serve the High School and Community College that are available, whenever necessary.

The library will be highly visible since it is located on Twin Bridges Drive, which will become a very high traffic connector route in the community. Further, the library is located on the highest ground in the learning center development and will be visible from Hwy 65 as well. Unfortunately, the site map does not provide any information regarding retail centers, although there is mention in the application of "nearby commercial land uses."

The library's location in the Learning Center was the culmination of a community-based planning and development process. The main partners in the project along with the public library are the Western Placer Unified School District and the Sierra Community College.

The site was selected for its proximity to the major growth centers in Lincoln and south Placer County. There were community forums and several site options were evaluated based on site selection criteria stated in the application.

The conceptual plans and application do not indicate a plan to expand either the library or parking in the future.

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R2:

The site is at one end of the service area, and the old existing site at the other end. The new site is right on the hwy. 65 arterial, at an interchange, a better location for ease of access to commuters. Because of its proximity to many schools, more accessible to a larger student population. But general residential and the older parts of the community are more distant.

Because downtown is at the opposite end of the service area, several bus lines are direct to the site, others require a transfer. School bus service is good.

Bicycle paths are very good, both within the campus and to the region. Although pedestrian access is good within the campus, there is no information about external pedestrian access.

Onsite parking considerably exceeds code, and there is more beyond that on the campus as necessary. It is well coordinated with public transit, etc. Although there are 20 bike slots, they are unsheltered and unsupervised.

Visibility is excellent due to the proximity to Twelve Bridges and the building height.

The community desire for a learning campus is well formulated, with the library fitting in nicely. The site selection process, although systematic and logical, seems to be by staff only, with no public involvement.

Site is 6 times the size of the building footprint, an excellent ratio, but the site's amoeba shape limits flexibility in massing the building. The location is excellent for students, but for others it's a special trip unrelated to regular activities. Although the building could expand into parking on either side, the then-lost parking would have to be provided elsewhere. Otherwise, there is no space for expansion.

R3:

While considerably south of the geographic center of the service area, the proposed site is central to the area's major population growth and conveniently located on Twelve Bridges Drive just off Highway 65, the major arterial for the Lincoln area. There will be 3 public transit stops within a 1/4 mile of the site offering both local and regional routes. The proposed public library will be a major part of the Twelve Bridges Learning Center complex that will also include a satellite campus of the Sierra Community College and a new high school on a 60-acre campus. Bicycle and pedestrian travel will be frequent within the campus. The site is also linked by walkways and a Class II bicycle path to major new residential developments off Twelve Bridges Drive. Automobile access is excellent from Twelve Bridges drive, a four lane east/west arterial just off Highway 65. Generous automobile parking is planned, with 180 spaces on-site/off-street. 20 bicycle spaces are provided, though none appear sheltered. On the highest part of the 60-acre campus, the library will be highly visible from Highway 65, the most traveled road in the Lincoln area. Locating the library in the learning center should help create a regional educational core that will greatly increase use of the library. The site allows for future expansion.

EVALUATION FORM
Lincoln Public Library 2065

Financial Capacity

Regulatory Basis: Bond Act p. 5, Section 19998 (a) (7)

Rating Panel Comments

Applicant has committed to the on-going operation of the completed library.